

The Impact of Media

Lesson Preparation

Daily Lesson 14	READING	
	TEKS E1.Fig19A E1.12C	Ongoing TEKS
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> New and different perspectives can be communicated through media. <p>— What effect does the media have on you?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Bias 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Writer's Notebook (1 per student) Teacher Reader's Notebook (1) Three different media sources addressing the same local or state event or topic Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 04 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Find coverage of a local or state event in three different media sources: web site, newspaper article, magazine article, radio broadcast, televised news report, etc. The topic should be different from the one used for Daily Lessons 12-13. Refer to: Teacher Resource: English I Unit 04 Writing Appetizer. Prepare accordingly. 	
Background Information		
Teacher Notes	<p>By comparing coverage of the same event from different media sources, students learn to focus on different aspects of the event and are more capable of determining the bias of the media.</p> <p>Three very different types of coverage of the same local or state event will allow students to see the overall effectiveness and impact of media.</p>	

Instructional Routines

Daily Lesson 14	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students compare and contrast content, audience, purpose, and credibility in different types of media covering the same event.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer. 2. Ask: What type of media has the biggest impact on you? Discuss responses. 3. Present coverage of the chosen event through all three media. Lead a class discussion to ensure that students have a basic understanding of the event. 4. Instruct students to create a table in the Reader's Notebook that is four columns by five rows. Students title the table what they believe to be the topic of the three pieces of media. Each column should be labeled with the type of media. (Example: Website, Newspaper Article, Magazine Article, Radio Broadcast, News Report) <div> <div>Topic of three pieces of media</div> <div> <div>Website</div> <div>Radio Broadcast</div> <div>News Report</div> </div> <div>Content</div> <div>Audience/ Purpose</div> <div>Visuals/ Sound</div> <div>Credibility/Bias</div> </div>
Learning Applications	<ol style="list-style-type: none"> 1. In Collaborative Groups, students complete the chart for each piece of media. "Credibility" should include the student's opinion and should point out any bias (a leaning toward one side or another). 2. Students engage in Independent Reading.
Closure	<ol style="list-style-type: none"> 1. Ask: What impact does the media have on different people? How can the differing coverage of an event create bias and misunderstanding? Discuss responses.